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AUTHOR Hanson, Karen M.
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ABSTRACT

A summary is presented of the objectives and activities of a grant-supported project conducted at Normandale Community College (NCC) to expand programming for handicapped and learning disabled students. Introductory material provides a background to NCC's efforts in aiding students with special needs. Next, the populations receiving assistance under the grant are specified, i.e., the hard of hearing, deaf, speech impaired, visually handicapped, orthopedically handicapped, and learning disabled. The purposes of the project are then identified: (1) to develop a coordinated educational plan for handicapped students which includes mainstreaming and counseling and special services; (2) to establish a pre-entry assessment program to help students in educational planning and decision making; (3) to develop a program evaluation plan involving both internal and external assessments; and (4) to disseminate results. After project objectives are enumerated, information is presented with respect to the service region, number of students served, coordination with other agencies, long-range funding strategies, and operational plans. The following section presents aspects of program implementation, focusing on personnel, staff development, programming, students served in fall 1982, and summary of activities as related to program objectives. The final sections present plans for 1983-84. Appendices include student application materials and a report on cooperative education programming for students with special needs. (HB)

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A COMPREHENSIVE PROGRAM FOR HANDICAPPED STUDENTS AT THE TWO-YEAR COLLEGE

Normandale Community College
9700 France Avenue South
Bloomington, Minnesota 55431

Karen M. Hanson, Ph.D.
Project Director

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A COMPREHENSIVE PROGRAM FOR HANDICAPPED STUDENTS AT THE TWO-YEAR COLLEGE

I. Introduction: Background

Normandale Community College, Bloomington, Minnesota, is the largest of the eighteen two-year colleges in the state of Minnesota and is located in the Twin Cities metropolitan area. In its fifteenth year of operation there has been a strong impetus since its inception to serve all high school graduates or students holding G.E.D. certificates desiring post-secondary education.

Physically, the college offers many advantages to the handicapped student. All buildings are connected so that upon once entering any part of the college there is no longer any need to go outside. All requirements for barrier-free access to handicapped students have been fulfilled with the exceptions of some automatic interior door openers which have been contracted and should soon be completed. The college is located on the metropolitan bus system and in addition special handicapped transportation is also available through Courage Center (a physical rehabilitation center) and an area transportation service providing free service in the majority of the metropolitan area to handicapped persons).

In 1972, four years after the college was opened, the Independent Learning Center and its related academic discipline, Developmental Studies, were established. Initially these programs were to meet the needs of students having basic skills deficiencies such as reading, study skills, writing, vocabulary, and spelling. However, as students requested assistance it became evident that the Independent Learning Center, primarily, needed to address the needs of the disabled student admitted to this "open door

college." As a result, services and equipment designed to assist such students were developed. This included applying in 1973 with one, and later, two other community colleges for consortium funding, first from a private foundation and later through Title I to investigate needs, develop a program, and evaluate that program for learning disabled college students. Since the completion of that grant, Normandale has continued to have a part-time learning disabilities specialist on staff to help students who can succeed with modified or assisted programming.

Through Spring, 1981, services available for the handicapped and learning disabled included:

1. Assistance to students and staff in determining appropriate means of dealing with course work and demonstrating knowledge.
2. Taping of textbooks and tests.
3. Reading of tests and recording of answers for those physically handicapped needing such a service.
4. Providing of programmed texts, audio, and video materials to assist students with basic skills and specific course-related work.
5. Informal tutoring in the Independent Learning Center by staff.
6. Formal tutoring in phonics and writing for the learning disabled.
7. Providing of a variable speed tape player for listening to pre-recorded texts.

The Discipline of Developmental Studies provides as non-transfer credit courses a number of offerings that serve the general college population but may have special value for students whose education may have been interrupted or limited because of physical handicaps or learning disabilities. These courses include the following: Individual Skills Development - arranged independent studies in basic skills areas; Changing Horizons - for adults who have been out of school for a time, the course deals with basic skills evaluation and development, personal goals and career planning; Study Skills for College Courses - time management, concentration, test preparation, testing

techniques; Individual Exploration and Planning - a small group experience in self-examination, goal setting, and self-development; Efficient Reading - rate development, comprehension, and reading flexibility for academic, business, and personal reading; Arithmetic - a total course in basic computational skills; and Career Exploration and Planning - examination of vocational interests and career opportunities.

Other college services relating to the hearing impaired have included providing of interpreters for classes. In addition, a credit-generating colloquium in Sign Language was taught to non-hearing impaired students, giving hearing impaired students opportunities to more easily interact with some of their peers.

Handicapped and learning disabled students have been an integral part of Normandale. A young quadraplegic, blind woman with a speech impediment served on the Student Senate and was chosen the outstanding student at Normandale her second year of attendance; a learning disabled male was president of the Student Senate. A young blind woman was active in college affairs and is now pursuing a four-year degree at the University of Minnesota; paraplegic veterans are active in the Vets Club, including sponsoring wheelchair basketball games to raise money for scholarships. There have also been many other handicapped students who have successfully completed programs at Normandale.

For students facing chemical dependency problems, Normandale students and staff worked together to establish AKE, the first college fraternity for the chemically dependent and those concerned with chemical dependency. Weekly meetings of Alcoholics Anonymous and Al-Anon are held in the College Center.

As a part of Normandale's regular programming all regularly enrolled students are assigned a trained counselor to assist them with academic

planning, course selection, career planning, and personal problems. The degree to which students receive such services vary with student needs.

In 1981 Normandale recognized the need to expand programming for students having special needs. A grant application was made to Regional Education Programs for Deaf and Other Handicapped Persons (Post-Secondary) as authorized by Section 625 of Public Law 91-230, and extended by Public Law 93-380, Education of the Handicapped Amendments of 1974.

The grant proposal was funded for the 1981-82 school year and a continuation grant awarded for 1982-83. The remainder of this paper describes what has been accomplished thus far as well as what is proposed for 1983-84 if funding is continued.

II. The Population

The following groups of handicapped persons receive assistance under this grant:

1. Hard of Hearing - a hearing impairment whether permanent or fluctuating, which adversely affects an individuals educational performance but which is not included under the definition of "deaf" in this section.

2. Deaf - a hearing impairment which is so severe that the individual is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

3. Speech Impaired - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects an individual's educational performance.

4. Visually Handicapped - a visual impairment which even with correction adversely affects an individual's educational performance. The term includes both partially seeing and blind.

5. Orthopedically Impaired - a servere orthopedic impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

6. Specific Learning Disability - a disorder in one or more of the basic processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include persons who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

III. Purposes and Objectives

In order to assist these handicapped students four major purposes were envisioned.

1. To bring together available assistance for handicapped students under a coordinated educational plan including mainstreaming and support services.

2. To develop a pre-entry assessment program to assist students in appropriate decision-making and to plan for their educational needs at Normandale.

3. To develop an evaluation plan for programming for the handicapped involving both internal and external assessment.

4. To disseminate results of the program to other post-secondary institutions.

These purposes were to be accomplished by completion of the following objectives:

1. To survey the Normandale service area regarding needs of post-secondary handicapped students.

2. To coordinate all services at Normandale designed to assist the learning disabled and physically handicapped.

3. To develop a pre-entry assessment program to establish student needs and expectations and coordinate these with available college resources.

4. To expand relationships with related service and educational agencies both to improve college programming and to develop alternate educational/service plans for students requiring additional assistance.

5. To establish an advisory board for physically handicapped and learning disabled students consisting of
   a. Students being served through the program
   b. Representatives from agencies serving these students
   c. Members of the Normandale staff
   d. Community members in the Normandale service area.

6. To develop staff and student awareness of and sensitivity to physically handicapped and learning disabled students.

7. To monitor student progress and develop appropriate intervention strategies.

8. To investigate career opportunities and expand career planning and career experiences for the learning disabled/physically handicapped.

9. To improve services and facilities available to the physically handicapped and learning disabled.

10. To evaluate total programming for the physically handicapped and learning disabled.

11. To disseminate a model of the program and an evaluation of that program to other post-secondary institutions.

12. To examine media resources regarding special needs students and if necessary, investigate the possibility of in-house production.

13. To provide appropriate equipment to assist students in independent learning.

14. To share programming with other institutions.

15. To increase student participation as consumers in the college.

16. To seek continued funding from sources outside the college.

17. To investigate the possibility of a two-year interpreters program in conjunction with a vocational-technical institute.

IV. Initial Application Information

A. Service Region

Normandale's service area comprises a portion of the central cities of St. Paul and Minneapolis and first, second and third ring suburbs. As would be expected, characteristics of the residents of these communities vary greatly. According to the 1970 census data, median incomes in the various tracts ranged from $3,200 to $27,000. First ring suburbs contain a higher

percentage of older citizens than third ring suburbs. Analysis of data reveal that Normandale serves a predominantly white, middle class and upper-middle class area with higher than average family income, with a higher percentage of women employed outside the home, and with a major age concentration of 25 to 44.

B. Anticipated Number of Students at Initial Grant Application

Fall Quarter, 1981, there were 4,953 students attending Normandale. Fifty-nine of those students indicated on a voluntary confidential information request that they had one or more conditions that were handicapping. These conditions included: sight impairment not correctable with normal lenses, legal blindness, significant bilateral hearing loss, deafness, mobility impairment requiring a wheelchair, other mobility impairment, coordination impairment (including loss of manual dexterity), learning disability, speech impairment, systemic impairment, emotional or psychological disability, and chemical dependency. Disabilities that would be considered physical handicaps or learning disabilities were distributed as follows:

Handicap	No. of Students
Sight impairment	14
Blindness	1
Significant hearing loss	10
Deafness	1
Speech impairment	2
Mobility impairment	8
Learning Disability	13
Systemic impairment	10

Ironically, of students identifying themselves on the application as having a learning disability, only 2 of 13 were being assisted by the learning disabilities specialist. Many others receiving services had not chosen to identify themselves or had entered Normandale in previous quarters. In addition, those students noting sight impairment had not requested taped materials from the Independent Learning Center, yet indicated that this was a handicapping condition.

According to Media and Methods, March 1980, the University of Illinois had "... a disabled enrollment of 192 in a total enrollment of 35,952..." This was .53% of its population. Normandale's self-identified students in the Fall Quarter of 1980 were 1.19% of its population; furthermore, 14 additional students not turning in the survey had been identified as learning disabled or handicapped, bringing the percentage of identified students with special needs to 1.47% of its population.

C. Number of Handicapped Students to be Served Annually.

With the awarding of the grant it was expected that enrollment of handicapped students would increase as the program became better defined and awareness of available assistance becomes more widespread.

This was verified when students actually served (as opposed to numbers indicating disabilities) went from 67 in fall and winter of 1981 to 103 during fall quarter of 1982.

Determination of participation in the program was based on the definitions of handicapped populations to be served. Evidence to support a student's entry into the program on the basis of these definitions included student release of previous academic, psychological, or medical diagnoses and/or additional diagnoses by the learning disabilities coordinator and/or physically handicapped coordinator.

D. Coordination With Other Agencies

Major means of coordination with other agencies was envisioned under the initial grant:

1. Inclusion of a minimum of two representatives from agencies dealing with the handicapped on the advisory committee for handicapped students.

2. Inclusion of two outside persons, representative of handicapped agencies, in the ongoing evaluation of programming.

3. Inclusion of handicapped students on the advisory committee who may be served by outside agencies.

4. Inclusion of outside agencies in the survey of the Normandale service area.

5. Contact by the coordinators for the physically handicapped and learning disabled with agencies serving Normandale students.

E. Long-Range Funding Strategies

The initial grant request was based on the premise that programming would continue beyond the term of the grant. This impetus for continuation was based on the staffing plan which primarily utilized present Normandale staff. Even if the same degree of staff allocation could not be provided at the time of grant termination, expertise that had been developed would not be lost. Staff members would still be available for consultation and assistance.

Furthermore, by including members of outside agencies and community members on the handicapped students' advisory committee, resource persons would be identified who could assist in seeking additional and continued funding both from within the community college system and from outside sources.

F. Operational Plans

As indicated in the introduction, many services needed by handicapped students were presently available through various programs at Normandale. One of the purposes and, therefore, objectives in requesting funding was to

bring together those services under a single office in order to facilitate services and responsibilities for programming. As a result of the grant, the management team that formed for developing appropriate assessment, service, and evaluation procedures would continue on after termination of funding to provide on-going services to handicapped students.

Primary responsibility for administration of this grant and continuing services for handicapped students is the Project Director who also coordinates the Independent Learning Center. This Center, as indicated earlier is designed to serve all Normandale students having special needs that require cooperation among a variety of disciplines or divisions. The Center also serves as the assessment center for all students entering Normandale. The functions that were assumed by the grant were a continuation and expansion of present offerings.

For the first year (1981-82) other staff members were drawn from the Discipline of Developmental Studies, Counseling, and Cooperative Education. In the past, these areas had demonstrated their ability to cooperate in effective student programming. Again, the grant provided extension of present services.

The advantages of such a management plan were that staff members were acquainted with each other and the workings of the Minnesota Community College System, particularly Normandale; expertise remained on campus to continue assistance even after termination of the grant period; and, staff was already aware of student needs and available resources.

The initial plan of operation for the grant was based on the following time frames.

1. Fall Quarter 1981
   a. Establish management team and individual responsibilities with dates for completion.
   b. Assessment of needs for handicapped students presently attending Normandale.
   c. Attempt to meet existing needs of enrolled handicapped students.

d. Initiate survey of the Normandale service area to determine needs for handicapped students.
e. Establish advisory committee and set up meeting schedule.
f. Investigate career programming.

2. Winter Quarter 1982
   a. Continue fall quarter programming.
   b. Develop pre-entry assessment program for handicapped students.
   c. Expand relationships with related service and educational agencies.
   d. Plan staff development program to be carried out winter or spring quarter 1982.
   e. Establish plan for seeking additional/continued funding.

3. Spring Quarter 1982
   a. Continue previously initiated programming.
   b. Complete staff and student awareness/sensitivity program.
   c. Evaluate existing program.
   d. Disseminate program and program evaluation.

A second year of funding resulted in implementation of the total program established during the first year of the grant. A third year (presently being requested) would involve extensive evaluation and dissemination of program results.

IV. Program Implementation

A. Personnel

One of the goals of this grant was to develop an effective program for handicapped and learning disabled students at Normandale that would utilize members of the present staff as much as possible. This was to insure continuity and continued expertise on campus when the funding period was terminated. The grant funded the following key positions for the 1981-82 school year:

Project Director - 50% of time of present Developmental Studies instructor and coordinator of the Independent Learning Center.

1. To be responsible for selection of program coordinators for the physically handicapped and the learning disabled.

2. To work with these coordinators in determining appropriate assessment procedures for entering students.

3. To establish an advisory committee consisting of the two coordinators, students served by the program, at least two representative agencies serving these students, two members of the Normandale staff (one being a counselor), and two community members.

4. To meet with the advisory board on a quarterly basis.

5. To work with agencies for the handicapped and learning disabled to improve programs and to prevent unnecessary duplication of services.

6. To devise a program of staff development including at least one full day workshop on the handicapped and/or learning disabled student.

7. To coordinate the range of assistance from pre-assessment through academic assistance, and educational or occupational counseling and placement.

8. To be responsible for quarterly and yearly reports, their production and dissemination.

9. To investigate additional sources of monies for special programs for the learning disabled and physically handicapped.

10. To work with the Associate Dean of Instruction to investigate a two-year program to train interpreters for the hearing impaired.

Special Services Coordinators - 50% of two instructional positions - one coordinator to work with the physically handicapped, one to work with the learning disabled. (The latter position was to be an expansion of an existing quarter-time position to a three-quarter position). Both coordinators were to be qualified and experienced in working with their respective handicapped populations.

1. To develop assessment strategies.

2. To evaluate available materials for special students and determine appropriateness for the particular population being served.

3. To plan programming for individual students.

4. To meet with students a minimum of weekly to assess progress.

5. To work with instructors to work out alternate strategies for work or evaluation of learning when required.

6. To work with the Project Director to devise appropriate staff development, including a minimum of one full-day workshop.

7. To assist with tutoring of students as needed and as time allows.

8. To serve as a member of the advisory board.

9. To work with the Program Director and Career Education personnel to provide appropriate career counseling and, if desired, placement for handicapped and learning disabled students.

10. To provide information to the Project Director as requested.

11. To work with the Project Director contacting agencies that serve the handicapped and learning disabled.

Counselor - 25% time of a full-time counselor at Normandale.

1. To become a resource person for all counseling staff regarding special needs of the learning disabled and physically handicapped.

2. To investigate personal, educational, and career counseling needs of the handicapped and learning disabled.

3. To work with the Project Director and Program Coordinators in developing assessment procedures.

4. To plan career counseling programs for the physically handicapped and learning disabled.

5. To serve on the advisory committee.

6. To provide report information as requested by the Project Director.

7. To work with other agency personnel involved in counseling of learning disabled and physically handicapped to coordinate services, and prevent unnecessary duplication.

8. To work with the Project Director to develop an annotated list of related services and programs that may be of special use or benefit to the physically handicapped and learning disabled students or to persons working with those students.

9. To assist in the evaluation of the program.

10. To work with other staff as necessary.

Cooperative Education Coordinator - 10% of presently a full-time staff member at the college in cooperative education and political science.

1. To become acquainted with the occupational needs of learning disabled and physically handicapped students.

2. To educate prospective cooperative education sites about the special needs of these students.

3. To develop placement sites for the physically handicapped and learning disabled.

4. To work with the counselor in developing career education materials for special needs students.

5. To provide report information to the Project Director as required.

6. To serve on the advisory board, if requested.

7. To work with the Department of Vocational Rehabilitation in coordinating programs for retraining students.

8. To become a resource person for all staff involved in placement such as internships.

The Project Director reports to the Associate Dean of Instruction for Unit II (an academic division of the college including Business, Economics and Accounting, Cooperative Education, Developmental Studies, Secretarial, Women's Programs, Independent Learning Center, and Continuing Education). The Associate Dean will provide quarterly updates to the administration, and may request additional information from the Project Director as needed.

A second goal of the first-year grant was to disseminate information to other post-secondary institutions regarding this program. For first-year evaluation, college staff and the advisory committee were used to a great extent. Two outside consultants, one whose expertise lay in physical handicaps and one whose expertise lay in learning disabilities were utilized for assistance in development of documents for program assessment and review of program reports.

Positions funded by the college include the following:

1. Twenty-five percent of each of two College Laboratory Assistants in the Independent Learning Center to tape books, materials and tests, assist in individualized testing, aid programming, and support basic skills tutoring functions.

2. Five percent of each of eight counselors to participate in assessment and programming activities with handicapped students assigned to them.

3. Ten percent of the Coordinator of the Independent Learning Center (also serving as Project Director) for implementing appropriate supplementary services in the Independent Learning Center.

4. Twenty-five percent position for the coordinator of services for the learning disabled.

5. Twenty-five percent instructional position in Developmental Studies to assist handicapped students.

6. A full staff development day for Normandale faculty (approximately 188 staff members).

7. Interpreters for the hearing impaired.

The first concern for this grant was to have personnel on hand by at least the first day of fall quarter, 1981. Because college is difficult for non-disabled students, the immediate meeting of needs for handicapped students, if at all possible, was felt to be critical. If staff could be available to work with students many of the goals of the grant would be natural outcomes of these services.

A Developmental Studies instructor was hired to take over the instructional duties assigned to the person who would serve as Project Director for the grant. The Project Director, as outlined in the grant request, was appointed.

An interpreter for the deaf at Normandale who had also been involved in handicapped services in the public schools, was named Coordinator for Services for the Physically Handicapped. This individual had also taught courses in Sign Language at Normandale. Her hiring was especially advantageous in that she knew the college and therefore was able to begin providing orientation and assistance immediately.

The quarter-time instructor for the learning disabled at Normandale was unable to accept the additional half-time position for coordinating services for the learning disabled. She continues in her quarter-time position and shares responsibilities for the learning disabled with a half-time learning

disabilities and adult education instructor who holds a Master's degree in learning disabilities from the University of Minnesota.

Because one goal of the grant was to utilize present Normandale staff as much as possible, because of staffing restrictions due to the financial crisis, and because of student overload in counseling for fall quarter, counseling services were left totally with the individual student's counselor and coordinated between the Project Director and the counseling discipline's coordinator.

Beginning in winter quarter a regular member of the counseling staff joined the grant staff to extend coordination of services with the counselors, meet on a regular basis with the grant staff to offer her expertise from a counseling standpoint and learn the perspectives of the disability coordinators regarding special student needs. In addition she met on a regular informal basis with students being served by the grant. She also attended a special workshop at the University of Minnesota on vocational counseling for the handicapped.

The Coordinator of the Cooperative Education program at Normandale became a member of the grant staff spring, 1982. Utilizing his expertise in cooperative education, he determined placements that relate to vocational interests of disabled students, determined appropriate placement sites and modifications, and developed a report that can be used by himself, counselors, students and staff in planning effective cooperative education experiences. His report will be included in the Appendix.

The first year of grant operations were evaluated by two outside consultants having extensive experience in their respective areas of physical disabilities and learning disabilities. A review of the program for students having physical disabilities was undertaken by the Director

of Special Education for South Suburban Hennepin County Joint Independent School District #287. The Coordinator of Special Learning Disabilities for the Bloomington Public Schools and Co-Author of Project Read (a reading curriculum for LD students) examined services for students having learning disabilities. As these two districts send a number of their disabled students to Normandale, these two consultants were not only able to provide expertise about programming for the disability, but they were also able to talk directly to the types of needs of students that are most likely to attend Normandale.

For the 1982-83 school year some changes in personnel were made to better reflect student needs:

1. The physically handicapped special services coordinator's position was increased from .5 to .75. This equated the two coordinator's positions and better reflected the service needs of the students having physical disabilities.

2. As the coordinator of cooperative education had completed his study, grant funding for his position was discontinued with the understanding that requests for cooperative education placements by special needs students would be accommodated appropriately.

3. Since the counseling department after much discussion still felt that students with special needs should not be assigned to one or two counselors but distributed randomly across all counselors, the quarter-time counseling assignment to the grant was discontinued. Program staff still work very closely with all counselors, and while this has proven to be reasonably satisfactory, a proposal for specialized counseling continues to be proposed by the Project Director.

Beginning winter, 1983, a volunteer program was initiated through the Independent Learning Center. Requests made for assistance by students and staff are matched with volunteer interests and skills. Volunteer services include taping, test proctoring, lab assistance, tutoring, and career exploration.

B. Staff Development

Recognizing that it was important for staff to consider a variety of

approaches to aiding students having disabilities, members of the grant staff have participated in the following:

1. CENTS (Center for Education for Non-Traditional Students)
2. PACER (disabilities specialists organization involving families of disabled students)
3. 4-S (post-secondary support services staff)
4. University of Minnesota-Vocational Counseling for Handicapped Students
5. Two workshops on the Woodcock-Johnson Test (designed to assist in general achievement and disability testing, and to be used as a factor in determining learning disability.
6. MNAEOPP (post-secondary professionals concerned with educational opportunity for underprepared students)
7. WISE and GISE (Women and Men in Service to Education - YMCA Volunteer program) tutor training sessions
8. Workshop on computers
9. NARDSPE - National Association for Remedial and Developmental Post-Secondary Education
10. Workshop on writing for students having learning disabilities
11. Psychological conference on a hearing impaired student exhibiting learning difficulties
12. International Reading Association
13. Visits to University of Illinois (Champaign-Urbana) and City College of Chicago (spring)
14. Interpreter training through co-interpreting with a successful college-level interpreter, use of self-video-taping, and early review of texts for new vocabulary and concepts.

C. Programming

As indicated earlier, a number of services were available for the handicapped and learning disabled at Normandale prior to the grant. They continue to be offered and include the following:

1. Assistance to students and staff in determining appropriate means of dealing with course work and demonstration of knowledge.
2. Taping of textbooks and tests.

3. Reading of tests and recording of answers for those physically handicapped needing such a service.

4. Providing of programmed texts, audio, and video materials to assist students with basic skills and basic course related work.

5. Informal tutoring in the Independent Learning Center by staff.

6. Formal tutoring in phonics and writing for the learning disabled.

7. Providing of a variable speed tape player for listening to recorded texts.

8. Providing of interpreters for the hearing impaired.

9. Academic counseling services.

10. Referral services.

As a result of this grant, development of a more structured and comprehensive program is underway.

1. Altered admission and registration procedures: Previously, students having physical handicaps or learning disabilities were admitted to Normandale through regular procedures. This often resulted in no services or attempted "catch up" services unless the problem became critical. Now a procedure has been established whereby as soon as a student's application (Appendix A) is received it is checked to determine if a physical or learning disability has been indicated. If the student has indicated such a disability, his/her name is given to the Project Director. The Director sends a letter to the student describing special services at Normandale (see Appendices B and C) and forwards the student information to the appropriate Coordinator. The Coordinator contacts the student to inform the student what types of assistance are available and to determine what services the student may require. This may include bringing the student on campus for special orientation if the student or coordinator feel additional planning or preparation

are needed, or setting an early registration time for appropriate class selection.

Once the Coordinator determines student needs, an Admission Recommendation (Appendix D) is sent to the admissions office. This is then placed in the student's file to be used by the counselor in program planning. As a result of this procedure a number of advantages accrue:

a. The student is aware of what assistance and services will be available.

b. Registration for classes can be advanced when appropriate.
   1) To schedule interpreter.
   2) To establish classes so taping of texts can begin.
   3) To match instructional method with learning ability or style.

c. Funding needs can be determined so that, for example, the student can clarify with outside agencies what monies will be available and coordinate this with Normandale services.

d. The Project Director, Coordinators and ILC staff know the students personally from the start and can relate more effectively.

e. The student has personal contacts on campus rather than just names of offices.

f. Counselors are better able to assist students in academic planning and are more able to use the resources of the Coordinators.

g. Special needs assistance has been centralized in terms of responsibility under the Project Director.

When contacted by the Coordinators some students may indicate that they do not wish for nor need special assistance. The Coordinator would then indicate this on the Admission Recommendation and regular admission procedures would be followed. Later, however, an additional contact is made to find out how the student is doing. At this time students often indicated that they are encountering problems relating to their disability and intervention is initiated.

Some students may not choose to indicate on the admission form that they have a physical or learning disability and the staff has attempted to use other methods to contact these people. Methods have included informal introductions of staff to students indicating services were available and exchanging names and phone numbers, contacts with teachers leading to referrals, peer referrals by those already receiving assistance, referrals from outside agencies with whom staff members have contacts, and family referrals.

In addition, in past years that part of the application regarding handicapped students was not reaching appropriate people. In order to attempt to find students presently enrolled, an ILC (Independent Learning Center) College Lab Assistant went through all files of presently enrolled students to see if any students indicating needs were overlooked. As students were found, the name was forwarded to the appropriate Coordinator so a contact could be made.

Registration for Winter Quarter, 1982 was the first opportunity to use this procedure, and the results were deemed satisfactory by the Project Director, Coordinators and Dean of Students. A planned addition to admission, adoption of a "Buddy System" between disabled students was dropped after students indicated some negative feelings toward the concept. These feelings seemed to center on too much identification with other disabilities; some members not seeing their disability as a point of communication; and, enough opportunities for interaction under the present more informal contacts that were occuring in staff offices, classes, the Independent Learning Center, and formal and informal group meetings.

2. Orientation to college in general and Normandale in particular.

3. Assessment of needs through interview, review of academic and physical records, and limited testing.
4. Early registration.
5. Utilization of Recordings for the Blind and in-house taping of handouts, texts and tests.
6. Assistance to students and staff in determining appropriate means of dealing with course work and demonstration of knowledge.
7. Phone contacts for follow-up on progress, needs and registration.
8. Working with staff in terms of instructional methodology.
9. Consultation with counselors regarding programs and progress.
10. Making referrals to outside agencies for additional services not available at Normandale.
11. Student-instructor liaison.
12. Providing of programmed texts, audio and visual materials to assist students with basic skills and basic course related work.
13. Tutoring in basic skills and course related work.
14. Instruction in use of a variable speed tape recorder for listening to recorded texts.
15. Academic counseling services.
16. Referral to outside agencies for special testing.
17. Review of existing materials regarding the disabled adult having college potential.
18. Report dissemination to other post-secondary institutions and related agencies.
19. Proof-reading.
20. Extended course time for students to complete course (with faculty consent).
21. Parent contacts.

Services specific to the physically handicapped have included the following:

1. Location of appropriate transportation to and from the college.
2. Advising regarding previously unrecognized problems in the physical plant.
3. Arranging for notetakers.
4. Arranging for taping and readers.
5. Providing and training interpreters or interpreting.
6. Reading of tests and recording of answers.
7. Scheduling and coordination of interpreters and students.
8. Mobility assistance.
9. Reviewing and selecting equipment.
10. Arranging for diagnostic testing by outside agencies.

Services specific to the learning disabled have included the following:

1. Structuring of individual acadmic programs in basic skills areas.
2. Individual tutoring relating to basic skills and specific classroom work (includes organization, test review, proofreading).
3. Special course offerings in reading and organization; grammar review, writing skills and spelling; and library/term paper skills.
4. Teaching a class emphasizing organization and reading comprehension and developing peer support.
5. Student luncheons (support sessions).
6. Alternative testing.

D. Other Activities of the Staff

1. Regular weekly meetings to discuss grant responsibilities and to share resources.

2. Meetings with Developmental Studies instructors.
3. Serving as resource persons to other agencies.
4. Developing an advisory board.
5. Contacts with outside agencies in relation to handicapped at Normandale:
    a. St. Paul Vocation-Technical Institute
    b. Independent School District #28
    c. PACER (disabilities specialists organization)
    d. 4-S (post-secondary support services staff)
    e. Center for the Education for Non-Traditional Students
    f. Department of Vocational Rehabilitation
    g. South Hennepin Vocational Technical Institute
    h. Courage Center (rehabilitation for the physically handicapped)
    i. Bell Telephone
    j. Minnesota Foundation for Better Speech and Hearing
    k. School District #287 (special services consortium)
    l. Bloomington Special Education
    m. Bloomington City Hall
    n. Education for Learning Disabled Adults
    o. Minnesota Association for Children with Learning Disabilities
    p. South Hennepin Adult Programs in Education
    q. Minnesota Public Schools
    r. State of Minnesota Services for the Blind and Visually Handicapped
    s. Mental Health and Hearing Impairment Program St. Paul Ramsey Hospital
6. Involvement in CENTS consortium with other post-secondary public institutions to improve services for the hearing impaired.
7. Continuing development of PAL (People Assisting Learning) volunteer program at Normandale.

8. Search for outside support/funding.

9. Contacts with transferring institutions.

10. Development of accounting system for services received by students to improve programming. (See Appendix E)

11. Rewriting course, catalog and ILC fact sheet to reflect new programming. (See Appendix C)

12. Phone contacts and personal interviews with prospective students, sending agencies and parents.

13. Contacts with other programs: A letter has been sent to fifteen of the seventeen institutions receiving awards under the Regional education Programs Deaf and Other Handicapped Persons. Of the remaining two, one, of course, was Normandale; the other program did not seem related to what we were doing.

14. Contacts with twelve agencies cited in ACE's 1981 publication summarizing regional programs 1975-1980.

15. Contacts with administrators to incorporate handicapped assistance programs into the overall college structure.

16. Meetings with administrators to describe programming, seek closure or direction, and gain support.

17. Awarding of a Kurzweill Reader through a Xerox grant.

18. Establishment of an advisory committee consisting of grant and college staff, disabled students and community/agency representatives.

E. Performance Data: Students receiving direct services during fall, 1982

1. Hearing Impaired 13.
2. Visually Impaired 9.
3. Mobility Impaired 9.
4. Other Physical Disabilities 7.
5. Learning Disabled 49.

F. Summary of Activities as Related to Program Objectives

1. To survey the Normandale service area regarding needs of post-secondary handicapped students.

Normandale serves handicapped students from a number of institutions including public and private secondary schools, the Department of Vocational Rehabilitation, and Courage Center (a rehabilitative agency). Contacts are presently made on an individual basis by staff of either the sending or receiving institution, but a total community survey has never been instituted. It was the responsibility of the Project Director, in consultation with the Handicapped Advisory Committee to create and administer a community survey and report on the results of that survey by the end of Winter Quarter, 1982.

This survey was initiated but was never completed as it became clear that not all educational units were using the same terminology or using the same terminology in different ways, making interpretation of results impossible. However, contacts with agencies and educational institutions were of value in that communication networks were developed.

2. To coordinate services at Normandale designed to assist the learning disabled and physically handicapped.

While a number of services had been initiated prior to the grant to assist the learning disabled and physically handicapped, their development had been directed at a particular student need or to handle a crisis situation. Funds had not been available for coordination of effort, and therefore efficiency of operation was lost in that no one area of the college was totally responsible: some services were provided by counselors as a function of the Student Services Division; some services such as plant development were a function of the Dean of Institutional Services; interpretative needs for the hearing impaired were provided through the Dean of Students office and taping of books was handled through the Independent Learning Center.

The intent of this grant was to increase involvement of all groups in assisting special needs students, but also focus to the program by placing responsibility and coordination of the needs of these students under a single person, the Project Director/Coordinator of the Independent Learning Center. It was to be the responsibility of this person to plan, implement and evaluate all aspects of programming of the learning disabled and physically handicapped.

This objective has been achieved with all services now coordinated through the office of the grant Project Director/Coordinator, Independent Learning Center. This seems to be an effective approach allowing departmental/discipline incentive for new approaches for services while still maintaining a cohesive program. The Coordinator reports to the Associate Dean of Instruction and works closely with the Dean of Students. Proposals for outside funding are coordinated through the Director of Community Relations and Development.

3. To develop a pre-entry assessment program to establish student needs and expectations and coordinate these with available college resources.

A student with special needs follows the decision to come to Normandale by regular student application procedures. Since a student could make application by mail, there might be no direct contact with the college until the orientation and counseling appointment which might be only a day or two before the onset of classes. In order to better orient these students for their college experience and to prepare the college for any special needs, better planning with appropriate lead time was required.

With the new need assessment and placement strategies described earlier much better planning is being done, increasing the possibility of academic success. Whether it is enough is presently being questioned, and a quarter of required preparatory courses is being considered. This quarter would be

required by the program staff for almost all students with disabilities; exceptionally well prepared students would be exempted. Included in the quarter would be extensive skills evaluation and remediation/compensation, as well as career exploration and recommendation for programming upon preparatory completion. A proposal is being drafted for faculty and administrative consideration.

4. To expand relationships with related service and educational agencies both to improve college programming and to develop alternate educational/service plans for students requiring additional assistance.

While a wide variety of academic offerings are available at Normandale and programming for the learning disabled and physically handicapped is available, it may be that for some of these students, the vocational and educational needs cannot be met within the college setting.

As noted in the discussion of activities, communication networks have been established both with individuals, individual agencies and consortia/ organizations. These contacts have proven most useful in assisting program development, sharing knowledge about students, and developing coordinated approaches to mutual concerns.

5. To establish an advisory board for physically handicapped and learning disabled students consisting of:
   a. Students being served through the program.
   b. Representatives from agencies serving these students.
   c. Members of the Normandale staff.
   d. Community members in the Normandale service area.

Just as communication with outside agencies is intended both to inform groups about available assistance and to learn how that assistance might be improved, a similar function is carried out with the college by a special advisory group. Addressing the special needs of the handicapped and learning disabled at Normandale, it focuses on needed program development. It serves to identify new program needs such as equipment or additional personnel and to contact outside groups to assist in funding of these needs.

The committee consists of the Project Director, Coordinators for students having disabilities, a faculty member, a counselor, two community members who are specialists in learning disabilities and hearing impairment respectively, five students with disabilities - three learning disabled, one hearing impaired, and one mobility impaired.

6. To develop staff and student awareness of and sensitivity to the physically handicapped and learning disabled students.

Since the program for learning disabled students was begun in 1973 workshops have been held periodically to help staff in understanding the problems of these students, in recognizing certain symptoms of a learning difficulty, and in adapting course work for these students. These workshops have included learning disabilities specialists in identification, curriculum development, and educational planning; adults who have successfully coped with learning disabilities, and learning disabled students attending Normandale.

Since the fall of 1981, additional opportunities to heighten awareness have been initiated through newspaper articles, class presentations by students with disabilities and the very prescence of the students on campus.

On April 28, 1983, an all-day conference focusing on post-secondary education for adults with special needs will be presented. State-wide and in-house publicity will be prepared and distributed to advertise this free presentation.

7. To monitor student progress and develop appropriate intervention strategies.

Once a student having a physical handicap or learning disability decides to enter Normandale, a program of assistance (as needed) is developed. This might include taping of books, interpreters for the deaf, arranging for special assistance in laboratory courses, and the like. Working with the Program Director are the coordinators in the needs of the

physically handicapped and learning disabled, respectively, who work directly with students and their instructors in planning and implementing appropriate educational strategies. Throughout the time of a student's enrollment, the coordinator meet with the student to discuss progress, assist with educational needs, and monitor progress. These coordinators do not replace counseling staff, but work as an adjunct to assist counselors in student planning. If a particular student's needs cannot be met with available resources, it is the responsibility of the specialist to seek, with the assistance of the Project Director and advisory committee, appropriate resources.

Quarterly reports prepared by these two coordinators offer further direction for successful programming for the handicapped and learning disabled.

In conjunction with additional education and/or career development, the coordinator is able, if the student so desires, to offer suggestions to the receiving institution or business regarding appropriate adaptations required by the student. In addition the coordinator teaches the student to become his/her own advocate.

To address this issue of students not making satisfactory progress despite utilization of special services, the following strategies are being considered or have been implemented: a preparatory quarter to develop skills and compensatory strategies as well as acquaint students with the college and its available resources, followed by recommendations for programming; once in regular classes, re-examination of student progress, reconsideration of academic goals, and examination of alternate educational/vocational resources by the student, services staff, and counselor.

8. To investigate career opportunities and expand career planning and career experiences for the learning disabled and physically handicapped.

At present Normandale offers a number of excellent opportunities for career investigation. The Career Resource Center offers a wide variety of print materials regarding educational and occupational fields, as well as MOIS (Minnesota Occupational Interest Survey), a computer program for investigating personal vocational interests as well as job opportunities specifically in Minnesota. The Career Clinic provides a variety of career interest and occupational-related tests primarily for persons who have been out of school for some time, interpretation of test scores, and career investigation and planning. Developmental Studies 99: Career Exploration and Development is a three-credit one-quarter course or one-credit workshop designed to give opportunity for investigation of interests, career possibilities and requirements, and preparation of career related documents such as resumes and job applications. Career counseling is also available on a limited basis through a student's academic/personal counselor. Exploration of specific careers is possible through on-the job experiences offered through internships and the cooperative education program. A report regarding cooperative education placement as it relates to special needs students was prepared by that program's coordinator and appears as Appendix F of this document.

As part of the total programming that is offered for the learning disabled/physically handicapped, the Project Director works closely with the coordinators and the counselors and instructors of specific programs cited above to give special consideration to the needs of the learning disabled/physically handicapped as they consider career possibilities. This may include how interpretation of career-related tests might be

affected by a particular handicap, arranging appropriate placements for handicapped students and assisting employers in understanding the special needs and qualities of these students, and offering workshops for students at rehabilitative agencies before they make the decision to enter college (if the agency does not have such services). Handicapped and learning disabled persons who have career experiences that would be helpful to students are also invited to speak.

9. To improve services and facilities available to the physically handicapped.

Adaptations of facilities required by Section 504 have been completed, with the exception of some automatic interior doors which should be completed in the near future. In addition, an attempt has been made to provide a full range of services appropriate to handicapped students at a non-residential college. As additional concerns are raised by student users, the advisory committee, and grant staff, requests for adaptations are made to the Dean of Institutional Services. These issues will continue to be addressed as needs or concerns are identified.

10. To evaluate total programming for the physically handicapped and learning disabled.

Because services at Normandale have many times developed to meet a specific need there have not been available resources for adequate evaluation. In addition, with the expanded services under this grant, evaluation serves two major functions:

1. To improve programming at Normandale.
2. To provide for other colleges and post-secondary institutions a model of operation.

Evaluation is of two types: internal and external. Internal evaluation is an on-going process, with quarterly reports prepared by the Project Director, specialists in learning disabilities and physically handicapped,

and the advisory board. In addition, surveys of sending institutions, business and receiving institutions, and Normandale staff and students will be conducted to determine program effectiveness. The funding made in this grant is on a yearly basis with an evaluation at the end of each grant period. However, as indicated earlier, a three-year program is in progress, the first year (1981-82) being one of program development and initiation, the second year (1982-83) of full program implementation, and the third year (1983-84), a continuation of implementation and extensive evaluation.

Outside evaluation was done at the end of the first year through the hiring of two consultants, one in the area of learning disabilities and one in the area of physically handicapped. Their reports appear as Appendices G and H respectively.

If funding is awarded for the third year of the grant, an extensive evaluation program involving all areas of programming - service receivers, support agencies, faculty and staff, and receiving institutions/businesses will be conducted.

11. To disseminate a model of the program and an evaluation of that program to other post-secondary institutions.

This report is being made available to 200 persons or organizations requesting information regarding programming. In addition copies will be submitted to ERIC for that collection of documents relating to the junior/community college.

12. To examine media resources regarding special needs students and if necessary, investigate the possibility of in-house production.

This year the staff has requested to preview a number of media productions that appeared to have potential for assisting special needs post-secondary students or the staff working with these students. For the most part present productions are unsatisfactory for our purposes and serious

consideration will be given to developing a slide-tape program if federal funding is provided for the 1983-84 school year.

13. To provide appropriate equipment to assist students in independent learning.

Available equipment has proved satisfactory and sufficient with three exceptions: A TTY, on-campus tape players for Recordings for the Blind, and a computer and printer with spelling correction. The first two items are presently on order and the third is expected to be funded shortly by a grant from the Bloomington Rotary.

The Project Director will also be trained in the use of the Kurzweil Reading Machine in March, 1983, and will then train visually impaired students and community members in its use.

14. To share programming with other institutions.

Through groups and organizations cited earlier, an extensive exchange of information has been possible. this sharing will be furthered through the all-day conference planned for April 28, 1983, and the dissemination of this report.

15. To increase student participation as consumers in the college.

Student participation as consumers has increased both formally through the Advisory Committee and evaluations of services and informally as students have become more aware of the structure of the program, student leaders within the program to whom they can carry concerns, and the increased involvement of all levels of services.

16. To seek continued funding from sources outside the college.

The Special Services Project Director along with an administrator responsible for investigation of outside funding continue to seek additional support from non-college sources in that no special funding is available from the Community College System at this time. In 1982,

Normandale was awarded a Kurzweil Reading Machine from Xerox Corporation, and the Bloomington Rotary has agreed in principle to provide some type of on-going support for students with disabilities who attend Normandale. We will continue to seek other sources to support programming.

17. To investigate the possibility of a two-year interpreters program.

Because student load is at its lowest during spring quarter, this discussion will be initiated during Spring, 1983. The initial feasibility study will be presented as a part of the final 1982-83 grant report.

VI. Objectives for 1983-1984

A. Development, administration, and analysis of evaluation instruments for all facets of special needs programming.

In its third year of operation, a major focus will be that of program evaluation. During fall quarter, instruments would be developed that would examine program effectiveness. These instruments would be administered during winter quarter to Normandale students, Normandale staff, advisory committee members, and others involved in programming for the handicapped. Analysis of results would be initiated during spring quarter and the findings presented as part of the final report for this grant period. In addition, two consultants would be hired to evaluate programming for the learning disabled and physically handicapped, respectively.

B. Planning for program continuation upon termination of federal funding.

As 1983-84 will be the final year of available funding from the present grant, planning for program continuation is essential. Areas to be examined will be availability of college resources, the possibility of supplemental allocations for special needs students, and outside funding potential. A draft proposal has already been presented to the administration for discussion (see Appendix I), with the goal of developing an appropriate system of programming to be in place for Fall, 1984.

C. Initiate evaluation to determine placement of students with disabilities either into a preparatory program or regular college courses.

In the last two years of programming, the staff has become aware of the overwhelming nature of the first quarter of college to the student having a physical handicap or learning disability. For many of these students a preparatory quarter would provide a needed transition from their previous educational setting to that of a college. Beginning this spring and extending into the 1983-84 school year, the staff will be involved in establishing and refining guidelines relating to preparatory or regular college placement. In addition, placement will be viewed in relation to the preparatory program development.

D. Implement a preparatory program for students with disabilities in the areas of basic skills, college orientation, and resource utilization.

As indicated above, the transition into the college setting is particularly difficult for many handicapped students, especially if they have had extensive one-on-one assistance in their previous educational experiences. The grant staff is proposing to the administration that beginning fall quarter these students participate in a college credit preparatory quarter, the emphasis being on skills development, appropriate compensations, self-advocacy, college orientation, and use of college and external resources. The hope is that this program can be implemented Fall 1983, and refined in subsequent quarters. In addition, follow-up studies will be made to compare the progress of handicapped students participating in the program and those who do not participate or are identified after they have begun in the regular college program.

E. Prepare a final report regarding the grant period discussing program development, implementation, and evaluation.

During the period that this program has been in operation, numerous requests for information have been received. We have honored these requests by sending fact sheets and copies of grant reports. Upon completion of the grant period, a final report will be written that will not only summarize programming, but offer guidelines and suggestions for colleges considering similar offerings.

VII. Staffing 1983-84

Staffing will be similar to the 1982-83 school year with the addition of two outside consultants (yet to be named). These consultants will have expertise in the areas of learning disabilities and physical disabilities, respectively, and will be asked to provide evaluation of present programming and suggestions for further development.

APPENDICES

APPENDIX A: Tear-off from Minnesota College Admission Form

Confidential Information Form

The information requested on this tear-off slip is needed for reporting and research purposes. It will not be used as a basis for admission or in a discriminatory manner.

The information collected will be used for summary reports required by federal and state laws and regulations, to support efforts to improve access for students with handicapping conditions and to provide affirmative action.

Refusal to provide any of the requested information will not subject you to any adverse treatment. However, it is important that applicants provide the requested information.

Name _____ ☐☐☐-☐☐-☐☐☐☐
last first middle U.S. social security number

Sex
☐ female
☐ male

Predominant Ethnic Background: Check one. (Note: International students who are not citizens of the United States or permanent residents should check only category 5. See the reverse side for a more complete description of all categories.)

☐ 1. Black (Afro-American, non-Hispanic origin)
☐ 2. American Indian or Alaskan Native
☐ 3. Asian or Pacific Islander
☐ 4a. Chicano (Mexican-American)
☐ 4b. Other Hispanic origin
☐ 5. International student (foreign student)
☐ 6. White, non-Hispanic origin

Student Disabilities: Please check each of the following as they relate to you, and which you consider handicapping to you.

☐ A. Sight impairment: partial, not correctable with normal lenses.
☐ B. Sight impairment: legally blind.
☐ C. Hearing impairment: significant bilateral hearing loss
☐ D. Hearing impairment: deaf
☐ E. Mobility impairment: use of wheelchair
☐ F. Mobility impairment: other
☐ G. Coordination impairment: loss of manual dexterity
☐ H. Learning disability
☐ I. Speech impairment
☐ J. Systemic impairment (e.g., seizures, diabetes)
☐ K. Emotional or psychological disability
☐ L. Chemical dependency

DO NOT DETACH

NORMANDALE COMMUNITY COLLEGE

9700 France Avenue South
Bloomington, Minn. 55431
612/830-9300

Dear

On your admissions form you checked a category in the student disabilities section. This could indicate that you might be interested in some of Normandale's services for planning and aiding your learning experiences. Through college funding and a federal grant (continuation based on federal guidelines and availability of funds), we are attempting to make education exciting and accessible. The attached Independent Learning Center Fact Sheet describes what we are presently able to provide.

In the next few days we will attempt to contact you by phone to answer any questions you might have about our services and to determine if you are interested in using any of our services. However, because it is sometimes hard to reach a student, we ask you try to contact us as well so that your admission can be processed.

If you indicated a learning disability, please get in touch with Ms. Mary Jibben (1-7 p.m. Mondays, 1-3 p.m. Tuesday through Friday) or Ms. Barbara Kimer (Tuesday or Thursday) at 830-9300 ext. 482 or 830-9372.

If you checked a physical disability, would you contact Ms. Dinah Patrykus (Monday, Wednesday, Thursday and Friday) at 830-9372 (voice) or 830-9300 (voice) ext. 402.

Students planning to visit Normandale should have an appointment with a special services coordinator so that appropriate assistance is available (sign language interpreter, guide, etc.).

In order to give you the best assistance possible, we would appreciate copies of any educationally related information such as medical reports, high school records, or professional evaluations. These will be used by your services coordinator and counselor in planning your academic program.

We look forward to talking with you.

Yours truly,

Karen M. Hanson, Ph.D.
Coordinator, Independent Learning Center

enc.

An Affirmative Action/Equal Opportunity Employer

NORMANDALE FACT SHEET

INDEPENDENT LEARNING CENTER

L112

The Independent Learning Center (ILC) is located on the main floor of the Learning Resource Center (LRC). Its purpose is to assist students in reaching their academic goals by providing skill evaluation, basic skills assistance, academic support services, and testing services. Services are free to the college and community. Related credit generating courses are offered through Developmental Studies.

SKILLS EVALUATION: Through informal and formal evaluations members of the ILC staff can assist students in determining academic abilities and achievements and suggest appropriate programs, materials and courses to enhance skill development.

SKILLS ASSISTANCE: The ILC houses a wide range of individualized materials in such areas as grammar, composition, mathematics, reading, study skills, test taking, vocabulary, and spelling. The ILC staff will help students select materials and evaluate progress.

ACADEMIC SUPPORT SERVICES: For students needing assistance with course work a number of ILC offerings may be of particular interest:

Tutor Bank: The ILC keeps a list of available tutors that may be hired by a student for assistance with specific courses. Arrangements are solely the responsibility of the student and the tutor.

Learning Disabilities: Services for students having a learning disability include:
Taping of textbooks
Test adaptations with instructor's permission: taped or oral tests, lengthened testing time, answers recorded
Developmental Studies course (DeSt 90/40) emphasizing organization, reading comprehension, and peer support with an individual development project of student's choice
Spelling course with phonetic skill emphasis
Informal tutoring services: math, English, and reading skills or test review
Proofreading of written assignments
Counseling services
Contacting instructors to ask about program modifications or to explain learning disability
Consultation concerning student's strengths and weaknesses and limited diagnostic testing
Referral services to appropriate agencies

Physical Disabilities: For students having a physical disability, services similar to those having a learning disability are provided, additional assistance (based on available funding) includes:
Interpreters for lectures and discussions
Notetakers/Tutors
Building orientation
Mobility assistance
Print enlarger

3/82

Testing Services: The ILC administers a variety of tests including:
GED (General Educational Development)
Makeup tests
Vocational interest inventories
Correspondence course tests
Placement tests

Normandale Community College has received a National Handicapped Grant for 1981-82. Dr. Karen Hanson is the Project Director, Ms. Barbara Kimer, Ms. Mary Jibben, and Ms. Dinah Patrykus are Special Services Coordinators, and Ms. Sheila Kimble is the counselor.

DEVELOPMENTAL STUDIES: Some academic development programs are credit generating and are offered through the Discipline of Developmental Studies.

DeSt 90: 10, 20, or 30 - Individual Skills Development: Assesses and develops basic skill areas such as spelling, grammar, vocabulary, arithmetic, reading, study skills and use of learning resources.

DeSt 90:40 Learning Disabilities - A group experience assisting learning disabled students in organization, college skills, and specific academic work.

DeSt 90:50 English as a Second Language - Small group/tutoring instruction provided for Normandale's foreign and immmigrant population. Tests administered to determine appropriate placement in intermediate or advanced levels. Instruction and lab exercises cover four areas of language learning: listening, speaking, reading, and writing.

DeSt 90:60 Math/Test Anxiety - Emphasis on aiding students in overcoming anxiety as it relates to being successful in math classes or in taking various kinds of tests

DeSt 92 Changing Horizons - Realistic self-confidence building for the adult whose skills and knowledge are rusty. Assessment of interests, abilities, skills, strengths, goals in small groups. Study and organizational skills, values clarification, goal setting, decision making, assertiveness training and career possibilities.

DeSt 93 Study Skills for College Courses - Through individual and group work, abilities are developed in time management, test preparation, general and course-specific study skills and basic skills.

DeSt 95 Personal Exploration and Development - Through self-exploration and participant sharing in small groups, students acquire skills in building relationships, setting personal goals, interpersonal communication, assertiveness and decision making to positively view self and others. This course also given in brief workshop form. See Developmental Studies class 90:63 schedule.

De St 96 Efficient Reading - Improves both reading rate and comprehension. A variety of reading skills allows students to select and utilize the most efficient techniques.

De St 98 Arithmetic - For students who need a thorough review of the basic skills of arithmetic or need a significant amount of original learning. Topics include whole numbers, fractions, decimals and percent.

De St 99 Career Exploration and Development - In a small-group setting students learn to strengthen decision making skills and learn to relate self-understanding with life-style choices and life work goals. Exploration of occupational information through a variety of career resources. This course also given in brief workshop form. See Development Studies 90:62 class schedule.

APPENDIX D

ADMISSION RECOMMENDATION

APPLICANT: Name _____

Address _____

_____

Phone _____

DISABILITY _____

_____

COURSE/CREDIT RECOMMENDATIONS _____

_____

_____

_____

SERVICES REQUIRED

Non-cost _____

_____

_____

*Cost _____

_____

_____

OTHER INFORMATION _____

_____

_____

_____

____Considered Appropriate for Admission

____Appropriate Services not Available

Reviewer _____
Signature

*Refer to Dean Cox to determine if funding is available.

____Funding Available ____Funding Unavailable

____Admit

_____
Dean Cox's Signature

I = in-class contact
S = student scheduling/course changes
T = tutoring (specify time om4.)

PR = proofreading
P = phone call
PA = phone call attempted
SS = student support
L = lunch attended

Contacts: specify name of person contacted
CS = staff
CC = conference (student/staff)
CP = parent
CO = other school
CR = referral source

Student	Phone No.	Counselor	Verify I.D.	Tapes Course #	Alternative Testing

Administration of Program:

Barbara Kimer

Mary Jibben

THE COOPERATIVE EDUCATION PROGRAM AND THE PHYSICALLY HANDICAPPED AND LEARNING DISABLED STUDENTS

The following report is designed to outline what has been done to service the occupational, vocational, and career needs of the physically handicapped and learning disabled students through the Cooperative Education Program. Our work over the past months has centered around three major areas: (1) an attempt to make those who work most directly with the physically handicapped (such as the Coordinator of Services for the Physically Handicapped) and those who work most directly with the learning disabled (such as the Coordinator of Services for the Learning Disabled) aware of the dimensions of the Cooperative Education program; (2) an attempt to educate the Cooperative Education Coordinator as to the special needs of physically handicapped and learning disabled students, particularly as those needs might relate to the placement of students in the Cooperative Education Program; and (3) an attempt to create, through joint consultation between the Cooperative Education Coordinator and the staff most directly involved with our special needs students, a detailed plan of action for servicing in our Cooperative Education Program the physically handicapped and the learning disabled student. This report will center on a brief summary of our activities in each of these three areas.

The Cooperative Education Program

The following represents a summary of the major points made to those staff working most directly with our physically handicapped and learning disabled students in an attempt to make them aware of the major theoretical elements of our Cooperative Education Program. Our presentation followed the following outline: (I) An Introduction to Cooperative Education, (II) A Discussion of the Elements of Cooperative Education, (III) An Outline of the Advantages of Cooperative Education Field Experience, (IV) A Discussion of the Educational Objectives of the Field Experience, and (V) A Summary of the Roles of the Various Components of the Cooperative Education Program.

I. INTRODUCTION:

A. What is the Cooperative Education?

Definition - Cooperative Education is a unique plan of educational enrichment designed to enhance self-realization and direction by means of integrating classroom study with planned and supervised practical experience in education, vocational, or cultural learning situations.

The best principle of cooperative education is that optimum individual development is best achieved by an educational method which combines classroom learning with periodic intervals of planned and supervised practical field experience away from the academic community. We believe that a student's attitudes, interests, values, and knowledge are equally dependent upon practical experience and traditional instruction.

B. The Role of Practical Experience - The practical experiences made possible by Normandale's Cooperative Education program includes placements in the areas of Art, Education, Biology, Business, Mass Communications, Geography, Politics, Social Services, Counseling, and Psychology. By means of placement in the occupational or professional

field for which a student is preparing it is hoped that his/her comprehensive learning and vocational adaptation will be advanced. Thus it is expected that cooperative education will provide planned and supervised learning situations which enable the student to become better acquainted with both theory and practice.

Cooperative education, with its process of integrating classroom study and practical experience, promotes better preparation for effective living in an adult-oriented world. The student's interaction with the work environment provides an added dimension of reality and relevancy to education. In effect, this system of education can be considered as a process of reinforced learning to develop the "whole person," because it bridges the gap between classroom study and "real world."

There is no basic difference between a cooperative program of education and a conventional type program in terms of academic requirements and course content. However, there are two basic requirements which must be followed pursuant to the role of practical experience in the cooperative program:

1. Operational Factors - The practical field experience must be considered as an integral part of the educational process. There must be certain minimum standards of performance included in the requirements of the institution. The institution must assume the responsibility for integrating the periods of practical experience into the regular educational program.[1]

2. Emphasis on Educational Values - Educational values must be paramount considerations of the placement site in order to facilitate the effective integration of the cooperative employment with classroom study. The practical experience should be concerned with a socially desirable activity; and it should be realistic, productive, and progressive in responsibility.

II. ELEMENTS OF COOPERATIVE EDUCATION:

Some significant elements of the educational process which cooperative education recognizes are:

1. That education occurs on campus as well as in the "college of hard knocks."

2. That off-campus resources should be utilized for educational purposes.

3. That through off-campus experiences, a student has the opportunity to apply the theory of the classroom to the "real world."

4. That through off-campus experiences, a student brings a more sophisticated understanding of theory back to the classroom.

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[1]James W. Wilson and Edward H. Lyons, Work-Study College Programs: Appraisal and Report of the Study of Cooperative Education, New York: Harper & Brothers, 1961, p. 19.

5. That through off-campus experiences greater maturity can be gained.

6. That through the whole process of merging the classroom with reality, a relevancy is introduced into education that it is not possible to gain in any other way.

III. ADVANTAGES OF COOPERATIVE EDUCATION FIELD EXPERIENCE:

A. Advantages to Students

1. Gives Reality to Learning

Students find that their studies have greater meaning through coordinating work experience with classroom instruction.

2. Increases Educational Motivation

The integration of field experience and study increases student motivation.

3. Develops Greater Human Understanding

Students develop greater understanding of other people and greater human relations skills by utilizing the adult-oriented work-a-day community as a laboratory for learning.

4. Accelerates Maturation

Students discover that cooperative field experience in the adult-oriented world of work provides them with opportunities to broaden their outlook and shape their behavior patterns to meet the demands of the adult world. Students also discover that cooperative field experience gives them a greater sense of responsibility and increases self-confidence. The cooperative plan teaches the student that maturity involves a willingness to listen and look, the sensibility to what is real and what is false, and the ability to make intelligent judgments.

5. Provides Orientation to the World of Work

Cooperative Education provides a solid foundation for career planning and vocational guidance in the following ways:

a. Students have an excellent opportunity to test their interests and abilities in connection with real jobs.

b. Students gain first-hand vocational and professional information and guidance in their cooperative field experience.

c. Students gain a new understanding of, and a healthy attitude toward, the real world of work, especially in understanding and dealing with different kinds of people.

6. Provides Useful Employment Contacts

The cooperative plan gives the student contacts which are useful in later occupational placement. For many students, it provides a head start in salary and position in after-graduation employment.

B. Advantages to the College

1. The establishment of a cooperative arrangement between community agencies and the college can reduce the relative isolation of the academic world from the employment sector.

2. Through agency contact, teaching faculty can keep abreast of developments and innovations in those fields that relate to the subject matter they teach.

3. Through their field experience, Co-op students can add new insights into problems and situations discussed in class.

4. Co-op students can affect curriculum change by relating and comparing their off-campus experience with their classroom learning.

5. Students who are uncertain about a career goal can return to campus with new direction and attitudes that would enable counselors and faculty to work with them more effectively in career development.

6. Students are exposed to an array of specialized personnel, up-to-date equipment and materials, and appropriate facilities that the college would find financially impossible to make available on campus.

IV. EDUCATIONAL OBJECTIVES OF THE FIELD EXPERIENCE:

The use of educational objectives is to remind all concerned that education should be a purposeful activity. The purpose of a cooperative education placement is to expose an intern to a situation in which he/she can acquire factual knowledge and through which they can apply that knowledge. Mastery of that knowledge is demonstrated by its use in problem solving, decision making, explanation, argumentation, and prediction.

Cognitive outcomes of education are easier to measure in a field experience than are behavioral outcomes. However, tracing the development and improvement of certain traits and abilities can give valuable information and guidance to the student about his/her personal growth and career orientation. Since the student is required to actively perform in a work situation in which human interaction is an integral part of the project content, behavioral outcomes must be as carefully considered and outlined as cognitive outcomes are. Thus Cooperative Education must recognize and evaluate behavioral changes in the student.

A. Cognitive Outcomes

It is hoped that by the end of a field assignment, an intern will have adequate knowledge and understanding of as many of the following points as possible:

1. The essentials of agency structure and function: administrative organization, decision making process, policies and procedures, rules and regulations, service scope, financial support.

2. How the agency manages the functions of coordination, innovation, and budgeting.
   a. Coordination of various program activities
   b. Innovation
   c. Relationship of activity planning with budgeting

3. The agency's goals or purposes.

4. The agency's relationship to other organized services on the community, city, county, state, or regional level.

5. A profile of clients served by the agency.

6. The means used by the agency to reach prospective clients.

7. The language or terminology native to the agency and service field.

8. The agency resources available to clients.

9. The community resources available to clients.

10. The resources available to student to perform assigned duties.

An intern should observe and practice some of the skills professionals are expected to exercise in performing their duties:

1. Collecting information on problems
2. Ascertaining attitudes and opinions of others
3. Analyzing facts and opinions
4. Identifying and referring individuals for specific services
5. Participating with agency staff in discussions and meetings
6. Writing papers or reports
7. Making arrangements and preparations for meetings

B. Behavioral Outcomes

It is hoped that as many as possible of the following human relations skills can be worked on with an intern, depending on the type of field placement he/she is in:

1. Communication skills - talking with a group and with individuals in a group, being brief and to the point in discussions, drawing out individuals, listening to a group and to individuals.

2. Observation skills - noting the interest level of a group, sensing the feelings of individuals, noting tension and the inclusion or exclusion of individuals in group interaction, noting the reactions of individual group members to each other and to leader.

3. Problem-solving skills - being able to recognize and present a goal for group accomplishment, encourage individual participation, give ideas, evaluate ideas, summarize and clarify group discussion.

4. Morale-building skills - being able to show interest in the group and its members duals, working to keep all group members active; learning to act as a moderator creating harmony, aiding in reaching agreements, and in reducing tensions; and being able to praise and constructively criticize.

5. Emotional expressiveness - being able to tell others how (what) you feel, expressing disagreement without fear, developing warm feeling toward others, expressing gratitude.

6. Emotional receptivity - being able to face conflict/anger, being able to face closeness and affection, being able to face disappointment, being able to stand silence and tension.

7. Leadership skills - recognizing challenge for group leadership, recognizing tendencies to be protective or dominant, being able to assert oneself in group interaction.

8. Work awareness - realizing the actual obligations to agency and clients once a commitment is made, realizing the effect of regular attendance and punctuality in a work situation.

9. General - understanding why you do what you do, encouraging comments on own behavior (feedback), accepting help willingly from others at different levels, practicing self-criticism and self-discipline, developing patience.

The following characteristics in an intern should be carefully observed and the degree of use noted by the supervisor:

1. Flexibility in thinking - ability to change or re-evaluate a position or proposal when new facts or data are presented for consideration.

2. Balanced judgment - ability to evaluate and weigh factors that lead to different conclusions and to arrive at a reasonable conclusion from the various combination of the factors available.

3. Critical perception - ability to evaluate written material and spoken words in an objective and non-gullible manner.

4. Educability - capacity for continuous and progressive learning.

5. Selectivity - ability to examine and select from a large store of material those elements that are relevant to the problem at hand.

6. Synthesizing - ability to perceive unity and connection among seemingly separate and distinct areas of knowledge or information.

7. Cultural awareness - broad interest in and sensitivity to the community the intern is actively involved in.

V. ROLES AND FUNCTIONS OF COMPONENTS

A. Role of the Intern in the Cooperative Education Program

1. To observe and participate in a professional routine that is career-oriented or exploratory in nature.

2. To work productively using whatever knowledge the intern possesses and seeking information and assistance when needed.

3. To conform to those implicit organizational role requirements which are necessary to effectively function in the agency.

4. To understand the function of the agency in the community and the function of professionals in the agency.

5. To acquire knowledge and skills associated with a particular field placement.

6. To take a share of the responsibility regarding the learning expected from the assignment.

7. To understand the obligations attached to a field placement commitment, from both the college's and the agency's point of view.

8. To understand and contribute to the relationship established between the college and the agency through the program.

B. Role of the Field Experience Supervisor-Instructor

1. To assist the intern to learn why the agency exists, how it exists, and how it meets its goals.

2. To define to the intern his/her role in the agency and to list tasks he/she will be expected to perform.

3. To assist the intern to adjust or adapt himself/herself so as to function successfully in the agency.

4. To provide knowledge and teach skills needed for successful practice of the intern's role in the agency.

5. To provide the intern with duties and responsibilities of increasing difficulty and challenge as the assignment progresses and the student's demonstrated abilities increase.

6. To recognize Cooperative Education as an educational program and therefore to provide ample time for discussion of all aspects of the intern's work and of the agency's services.

7. To contact the college coordinator if problems arise with the intern's performance that cannot be worked out between the supervisor and the student.

8. To evaluate the intern by noting interests and abilities, strengths and weaknesses, work output and progress, and personal growth and development so that the seminar leader can fairly grade the student.

9. To provide vocational guidance for the intern by making him/her aware of career requirements and qualifications for various professional roles in the agency's field or other related fields.

10. To work closely with the college coordinator to create a meaningful and educational off-campus experience for the intern.

C. Role of the College Coordinator

1. To recruit, counsel, place, and evaluate interns in the field experience program.

2. To link academic content with field work activity.

3. To seek out field placements and develop job contacts.

4. To establish course goals for the field experience program.

5. To work with the off-campus supervisor to create a meaningful educational placement for the student.

6. To relate to the supervisor course objectives, operational structure, definition of roles, expected standards of performance, and the instructional input expected of the supervisor.

7. To be available to the agency with back-up supervision for the intern when needed.

8. To act as the liaison person between the college and the agency to ensure a sound and mutually beneficial arrangement.

9. To promote Cooperative Education in the educational and work communities.

D. Role of the Seminar Leaders

1. Prepare seminars related to Co-op student's assignment.

2. To establish course goals for the field experience program.

3. Assign academic work relative to the field experience.

4. To work with the off-campus supervisor to create a meaningful educational placement for the student.

5. Evaluation of the intern's academic work.

6. Grade the student for his/her total Co-op work.

7. Assist in the evaluation of the total Cooperative Education Program.

A Summary of the Efforts Made to Make the Co-Op Coordinator Aware of the Special Needs of the Physically Handicapped and Learning Disabled Students

Early on in our attempts to make the Co-op Coordinator aware of the special needs of the physically handicapped and learning disabled student, it was obvious that even extensive efforts by the Co-op Coordinator could not possible make him an "expert." Fortunately it was also obvious that such "expertness" was not necessary. What was done through meetings, reading, and consultation, was to build a general awareness of the needs of physically handicapped students and the learning disabled students. It was felt that such general awareness would allow the Coordinator to

approach each special needs student with enough background to be able to ask the right questions and to understand the answers. The Coordinator in short would be able to turn to the experts and be able to effectively use them on behalf of the handicapped or learning disabled student. The Coordinator examined the situation of the blind student asking what are the techniques and devices by which the blind student deals or might deal with his/her handicap. The question was then asked how we might service the blind student seeking an internship. In a general way, what different strategies would the Coordinator use or possibly use to place this student and insure a successful internship?

The special problems and techniques of the partially sighted were examined. The low vision student's problems are, of course, more complex than those of the blind student. We all understand what it is to not see at all; but the importance of print size, color of paper, contrast, etc., raise special "psychological" problems in terms of how people relate to the problems of the partially sighted student. Again thought was given as to how the task of placing students in Co-op sites could be modified so as to serve this type of student.

The possibility of the Co-op program serving the deaf or hearing-impaired student was examined in some detail, although still in a general fashion. How might TDD and amplifying telephone receivers be made available to a student on the site? What would happen if there were an emergency message for the student and such devices were not available? Again, the general question, how do we find an internship for the deaf student and insure a strong likelihood of success was asked and discussed with solutions to possible problems analyzed.

The mobility-impaired student's participation in an internship will place a different set of demands on the co-op coordinator. Consideration will have to be given to "scouting" the prospective placement site. The questions we will be asking include: Is there access to the building for a wheelchair? Are there elevators? What about restroom facilities? Here, as before, we have not asked all the possible questions or solved all the possible problems, but we have attempted in a general way to look at the kinds of things we may be up against before the first student in a wheelchair needs to be placed.

As we looked ahead to dealing with the learning disabled student, we faced difficulties of slightly different types than those faced when we were considering the physically handicapped. These students tend to have what are called "hidden disabilities." These disabilities come in a wide variety of forms--minimal brain dysfunction, dyslexia, developmental aphasia, dysgraphia, expressive dysphasia, aural receptive dysphasia, and sequential memory disorder. The typical problem of finding co-op placement sites where the student may prosper is of course present when dealing with these students; but in addition we have the problem of how, with these "hidden" difficulties, the co-op coordinator is even to be sure he is dealing with a learning disabled student. Even when the learning disabled student is identified, there is a question as to whether or not the nature of the student's disability should even be communicated to the prospective employer. Again our approach has been not to make the co-op coordinator an expert in all of these disorders, but to educate him as to the general outlines of these various disabilities. The aim is to have thought about the difficulties that having learning disabled students in a co-op program could present so that we may improve our chances of effectively dealing with individual students who are interested in co-op when the need arises.

As long as the above list of handicaps may appear, they do not exhaust the areas that we considered. We also discussed and studied the problems associated with seizures, multiple sclerosis, speech impairments, and cerebral palsy. As with the others, our attempt was to gain some general understandings of some of the problems we might face in providing meaningful cooperative education experiences for these students and look in advance for some general solutions to these problems.

A Plan Of Action

Without doubt, our most important work lies in the area of developing a plan of action for making cooperative education available to learning disabled and physically handicapped students. We will operate on the following basis:

1. We anticipate that physically handicapped and learning disabled students will require a great deal more time to service than the non-handicapped student (on the order of five to ten times as much time).

2. We will attempt to make physically handicapped and learning disabled students aware of the cooperative education program weeks before the non-handicapped students.

3. We will facilitate communication between the cooperative education coordinator, the coordinator for services to the physically handicapped, and the coordinator for services to the learning disabled, so that the cooperative education coordinator may draw upon their expertise in evaluating student needs.

4. We shall attempt to place physically handicapped and learning disabled students four to five weeks earlier than non-handicapped students.

5. We will work closely with the counseling staff so as to make them aware of the above-mentioned plan.

6. We will draw upon the help of the coordinator for services to the physically handicapped and the coordinator for services to the learning disabled in evaluating prospective placement sites.

7. Finally, we will provide special additional help in getting through the process to all learning disabled students.

A COMPREHENSIVE PROGRAM FOR HANDICAPPED STUDENTS AT THE TWO-YEAR COLLEGE

CONSULTANT'S REPORT

May 19, 1982

After several hours of observation of the program and communication with the project staff, I left Normandale College with a great sense of hope and excitement. I observed the beginnings of a very important venture in behalf of handicapped persons who want to attend college and have the right to equal education opportunities. Within the obvious constraints of limited budget and staff, a most impressive program has been thoughtfully designed and carefully implemented with a number of students with handicaps in the areas of visual and hearing impairments, physical and learning disabilities. These dedicated professionals have conscientiously put together a service delivery system, which is so effective that the demand for services far outweighs the time they have to meet these needs. This report will outline the obvious strengths and areas of need as well as underline some recommendations for short term and long range planning in the opinion of this consultant.

The observation/evaluation time included an orientation meeting and a review of the project narrative prior to the on site visit with students which was held May 19, 1982. The schedule was:

10:00 A.M. -	12:00 noon	Four individual student interviews and view of the facility
12:00 noon -	2:00 P.M.	Staff conference and consultation
2:15 P.M. -	3:30 P.M.	Two individual student interviews

PROGRAM STRENGTHS

1. Dedicated, competent, hardworking professional staff.
2. Pleasant, well equipped facility.
3. Provision for appropriate and wide variety of services as indicated by a growing demand for more each quarter.
4. Flexibility in individualizing services to meet student's needs.
5. Support of the program by regular staff, including counselors.

6. Interviews with students indicate a high degree of satisfaction with the services delivered.
7. Thorough and efficient administration of the program.

AREAS OF CONCERN/NEED

1. Clearly establish the population of students who are/should be eligible for services.
2. Formalize a screening procedure which would include referral source and assessment procedure to determine student eligibility for program.
3. Determination and prioritize kinds of services offered within the constraints of staff and budget limits.
4. Support staff's need to have knowledge of college level content and achievement expectations through time provide to communicate with college instructors.
5. How to find time and/or people to develop alternate strategies for students to use in the acquistion of subject matter and ways to be evaluated in that subject, i.e.,
   a. Texts on tape
   b. Edit reports
   c. Suppl-curric, i.e., algebra
   d. Tests on tape
   e. Use of tape recorder
   f. 'Buddy' note-taking study system

RECOMMENDATIONS

1. Consideration of expanding the program by having two full time staff equivalencies in direct service and curriculum support to eligible students.
2. Develop a referral procedure including a system of receiving and processing referrals to ILC from various sources including:
   a. General applications
   b. Instructors
   c. Counselors
   d. Self-referral
   e. Student referral

A criteria could be developed to determine possible eligibility for services through the ILC.

3. A formal process of receiving referrals and assessing students to determine eligibility for service should be put in place by Fall 1982. This assessment could include:
   a. Information from prior school(s)
   b. Informal interviews using a standard form/checklist exploring past school history, attitude toward hearning/college, personal and career goals, etc.
   c. Educational tests administered to determine basic skill levels in reading, written expression, math and listening comprehension.

   A team should review information and make recommendation on eligibility for service.
4. Have individual students assigned to ILC staff and together they should develop an individual educational plan quarter by quarter. A profile of the student's strengths and areas of need should be compiled from the above data. This profile should become the basis of direct service by the ILC staff, for curriculum support and/or for communication with the student's instructors.
5. A brief academic report slip should be submitted to regular instructors every three weeks to measure student's status and/or needs in each class covering such areas as attendance, attitude, effort, concerns, etc. This could be in the form of a rating scale with a place for comments.
6. A student support group seems indicated from the sense of 'aloneness' these students conveyed during their interviews. MACLD might be a resource for persons willing to be involved with conducting a group as well as the ILC special needs staff.
7. This program is so impressive that it would seem an Invitational Conference should be held at Normandale College to highlight this program and present the needs and potential of these students in the college arena.

SUMMARY

In summary it was obvious to this consultant that the services being delivered to handicapped student's at Nromandale College is off to an excellent start. The concern and dedication of staff regarding these special needs students was very impressive. It would appear that this group of professionals are pace setters in the design and implementation of services assisting handicapped students to achieve in a college setting and thereby providing these students with an equal right to a college education. The director, staff, and students are to be congratulated in their efforts and accomplishments to date.

Respectfully Submitted,

Mary Lee Enfield, Ph.D.
SLD Coordinator

CONSULTANT'S REPORT
SERVICES FOR HANDICAPPED STUDENTS

INTRODUCTION

The primary emphasis of this project for service to low-incidence students at the college level would appear to be equal access to education. Equal access means not only physical access, but properly designed materials, equipment, access to information and opportunities for equal interaction with regular students and faculty. I observed many examples of this equal access during my campus visit. Following are some of my observations and a number of recommendations for your consideration.

OBSERVATIONS

Since the beginning of the program, there has been an increase in enrollment. No doubt some of this occurs through the informal grapevine which would spread the word of the willingness of Normandale to provide support service. The intent of the support for low-incidence students is timely. The majority of these students are educated in public school settings and have already developed skills which permit them to take advantage of college systems. It is understood that these students will need specific support services, such as those being developed at Normandale, to achieve at maximum ability. As Normandale's reputation increases for providing needed and available services for low-incidence students, more students will avail themselves of this college. Other schools, such as St. Mary's, which has had a special program for blind college students, or the Southwestern University at Marshall, which was especially developed for physically impaired students, have gained reputations for meeting unique needs.

The goal of utilizing present Normandale staff as much as possible is excellent. For any program to truly be an integrated program the regular staff must carry the primary responsibility. The program support staff is to facilitate and provide new knowledge for the regular staff. I observed several settings, formal and informal, which indicated interest and willingness to participate by regular staff.

A student with a low-incidence physical impairment does not necessarily have an educational handicap, and by the time the student enters college the identification of how much that impairment affects learning is primarily the student's responsibility. The project staff has appropriately modified some of the original direction as students shared their needs.

The use of a Learning Center for students with special needs is useful because of the support students can give each other as well as what they receive from the Learning Center staff. However, a special challenge for the project staff is to be sure students are availing themselves of the larger educational system including the extra-curricular activities with regular students that provide for a well-rounded education. This is one of the more difficult areas for special staff because the outcome is not easily measured. The students I observed at Normandale during my visit were a friendly, enjoyable group.

RECOMMENDATIONS

1. In referring to the special student population, a decision should be reached to maintain consistency of terms. Physically disabled or physically handicapped are not interchangeable terms. If you chose to use one there should be philosophic agreement among those that serve at Normandale. I would recommend you use physical impairment, hearing impairment and vision impairment as three descriptions of three discrete groups. If you want an encompassing term to differentiate from the learning disabled population, then I would suggest low-incidence students, which includes the three groups mentioned above.

2. There does not appear to be enough consistent strategies to teach/reach the faculty as well as the other students. For long-term payoff the inservice and day-to-day support given by the project staff should be of equal time to the professional staff as to the students. A model that provides for as

much adult support as it does student support will have a greater benefit over a period of years.

3. When designing support programs for low-incidence students care needs to be taken not to emphasize "things," (equipment, material, etc.). There will be a need for specialized materials, but too often the "things" become the emphasis rather than the positive interactive support, adult-to-adult and teacher-to-student.

4. A primary goal of the project should be to help the students help themselves. The majority of these students should come knowing how to get specialized materials and access support personnel. This is the emphasis they are receiving in their K-12 settings. Project staff needs to encourage question asking and to design a system which will allow the students easy access to meet whatever need. Generally, the initiation of meeting that need should be the students. (Editorially I will comment that in society we all tend to be over-solicitous and over-helpful to students with special needs.)

5. The number of students from each of the disability areas tends to be fairly equal. However, in reading the project material there is emphasis on students with hearing impairment and students with learning disabilities. If the key project staff members are to continue to have this kind of background, some planful outreach to either consultants or part-time staff people in the areas of physical impairment and vision impairment would provide for more comprehensive services.

6. When serving a low-incidence population it is difficult to find uniquely trained people to meet the diverse needs. Normandale might think about contracting with a public or private agency for specific input for an individual student. An example would be orientation and mobility for a blind student.

Another area that is very costly for any organization to support is that of specialized materials and necessary equipment. Normandale might also consider contracting with an agency or agencies to loan/rent specialized items for individual students.

7. Maintaining a quality program of committed volunteers is difficult. The use of Normandale regular students along with community persons as volunteers is commendable, however, I would suggest that the person who would coordinate these volunteer activites be hired on the Normandale staff. The current project staff would not be adequate with the myriad responsibilities each carries to also maintain an extensive volunteer program.

8. The listing of the contacts with outside agencies is fairly complete. It would be helpful to staff as well as students to develop a comprehensive statement relating to each of the agencies and what those agencies could directly and indirectly provide for the staff and students at Normandale. This listing should be available in the counselor's office as well as in the Learning Center, and could be available on request to any interested student and/or staff member.

9. For physically impaired and vision impaired students, Normandale needs to be sure they have identified all possible resources through the American Printing House for the Blind. All physically impaired and visually impaired students in the state of Minnesota have access to recording equipment from State Service for the Blind and Visually Impaired. Therefore, the amount of equipment needed for the college setting should be lessened.

10. The sign language class provided regular students is a plus in furthering all students' understanding of "the value of difference." The psychology classes, literature classes, biology classes, might look at units that would

integrate multi-sensory learning from the viewpoint of students who do not see or hear or walk.

11. In the Interim Performance Report an item indicated an application for a Kurzweil reader. The experience of professionals with the Kurzweil in the State of Minnesota has been very negative and I would not recommend that this be followed. If Normandale would like to experiment with an available Kurzweil reader, you might contact Arlene Gable at District 287, 920-4122.

12. The current Coordinator of Services for the Physically Handicapped has a wide variety of skills, but her particular knowledge of hearing impairment is evident throughout the proposal. She is also being pulled in multiple directions. It would be useful to determine the parameters of her position at Normandale.

SF-00006-02

STATE OF MINNESOTA

DEPARTMENT Independent Learning Center

Office Memorandum

TO : Dr. Bernard J. Raphael
Associate Dean of Instruction

DATE: February 2, 1983

FROM : Karen Hanson
Coordinator, Independent Learning Center

PHONE: 377

SUBJECT: Programming for Special Needs Students upon Grant Termination (Fall, 1984)

1. A Model Upon Termination of the Grant

Present Status: At the present time the services for special needs students are provided through a .5 project director, a .75 coordinator of services for students with physical disabilities, and a .75 shared position of coordinator of services for students with learning disabilities (.25 of which comes from the regular Normandale budget). In addition, services are supplied by interpreters and the ILC staff. In addition, it should be noted that the grant staff has, on the whole, received excellent cooperation from all of the Normandale staff.

Model: In requesting a model for continuation of services, the most reasonable continuation would be to provide the necessary staffing indicated by present student needs. Deman has been high, an, in fact, we have had to consider limiting services because of the number of students requesting assistance. However, becuase of program development, and because I expect a "stabilization" of format and procedures by the time of grant termination, I believe we could come closer to fulfilling our demonstrated need by eliminating the position of project director and using that funding to employ two full-time coordinators, one for physical disabilities and one for learning disabilities. Central to this plan would be the placing of all staff within the Independent Learning Center, the operation to be directed by the ILC Coordinator. In addition, I would suggest, as I have

done in the past, that students receiving services have a single counselor (or one for each of the two major groups) to facilitate planning and student services. The practicality of such an approach can be exemplified in terms of the hearing impaired. It might be possible to find one counselor who would be willing to learn American Sign Language in order to work with students, but it seems impractical and idealistic to believe that all counselors would have the time or interest to become trained in this area. In addition, contact and experiences with outside agencies could be better managed. A model of the suggested structure may be found at the end of this report.

Alternate Model: An alternate model of service would require that we be absolutely clear in the catalog and other student publications regarding what forms of assistance could and could not be expected by students having disabilities. The degree of assistance would be based on available staffing. Given present ILC staffing (1.67 CLA, .5 coordinator, and two .75 service coordinators, plus interpreters, we would have to limit the program to a set number of students per quarter, based on service needs. This number is presently being determined by the grant staff. It would mean that students entering Normandale who are not accepted into the program but have a disability would be allowed to attend classes, but would receive no special assistance (ex. advocacy with instructors, tutoring assistance, mobility assistance, interpreters, etc.). I am not sure what the legal implications of such an approach are, but it will have to be considered whatever the reduction in the program.

Alternate Model ...N: At a return to our previous situation (.25 LD assistance) and no interpreters for the hearing impaired, our catalog and all publications to students should so indicate what can be done. Even at the most minimal level of service, I would have to predicate any ILC involvement on adequate

staffing of the Independent Learning Center: a half- time coordinator, two full-time CLA's, and a secretary.

2. Problems Currently Existing at Normandale

a. Probably our major concern is adequate staffing. More and more demands are made on the Independent Learning Center and the grant staff, and we have suffered a loss rather than a gain in staffing. Not only are we working with more students, but we are being asked to consider program change and development (ex., placement testing, writing lab, volunteer involvement), all of which are extremely time consuming at the initial stages. whether or not a product results.

b. Our second, and relatively equal, concern is that of space utilization. In terms of grant staff, it is extremely inefficient in terms of communication and service delivery to have them in another building. As extensive coordination of services must occur between ILC staff and grant staff, proximity is essential. This distance is aggravated by the limited staffing both in the ILC and for the grant. The time spent in "making contact" could be much better spent

c. Because of questions of interpretation still arising our of the 504 legislation, it is often difficult to clearly determine what our obligations to special needs students are. That our program should be defined solely on the basis of "obligation" is also questionable in terms of college objectives. Moreover this is further complicated by not direction or funding from the system for these special needs students.

3. Planning for 1984: As indicated in the first section of this report, I would like to see two full-time persons coordinating services for special needs students, the positions to be physically and structurally within the ILC.

In addition, a counselor specializing in services to these students would be of great benefit.

In terms of the legal implications of curtailing or limiting the program, I can only hypothesize. If, the statement is true, that most legislation and funding for the disabled has come through litigation, I would expect that some sort of litigation for eliminating services might be a reality. However, I also believe that by 1984 there will be a better definition available through the courts regarding programming for special needs students at the post-secondary level. While such decisions may not provide absolute answers, they should at least give direction.

I am also hopeful that by 1984 the community college system has taken a position relatively to services for special needs students. As I understand it, this is the first year that any discussion has concerned itself with these needs as a system issue. My personal bias is that if students are demonstrating academic progress and making appropriate use of the services, that as a community college system we have an obligation to provide the opportunity for a degree. How to define progress, and if services can be withdrawn if progress is "insufficient" are crucial questions we have yet to answer.

4. Implications for a Structural Administration and Student Services: In terms of structural administration, I would not see any drastic changes from our present delivery system. In proposing a continued structure similar to what is presently in operation, the transition to a regular college program should be less jarring. The one change that I have proposed is that a counselor be given the responsibility for special needs students (or two counselors -- one for those with physical disabilities, one for those with learning

disabilities. I recognize that this "specialization" has not been seen as desirable by the counselors, but I would maintain that instead of creating more work for all counselors, it might actually make it easier for all (perhaps there are enought "special groups" on campus that each counselor might have one). I do not propose that a "special counselor" should be imposed, but I do contend that it should still receive serious consideration. Some of the advantages would be: expertise leading to efficiency, more direct communication between needs coordinators and a single counselor, group appointments, more effective programming as an expert counselor deals with a particular group, better rapport with outside agencies, better expertise regarding outside agencies, and better expertise in other educational/career opportunities for special needs students.

5. Working With Outside Agencies: As our staff members become more experienced we are becoming more an more involved in contacts with outside agencies. The results of this contact are many, but some of the more important include the following:

    a. Better understanding of agency staff regarding the expectations of the college for students in general and special needs students in particular.

    b. Better communication between the agency staff member and the client regarding Normandale and its programs.

    c. Better communication between Normandale and outside agencies as we get to know theri personnel and they get to know us.

    d. Improved recognition on the part of Normandale staff regarding what we can expect from outside agencies and what we cannot.

    e. Knowledge gained by Normandale staff about new research, equipment, and techniques that are employed by other agencies and/or materials and methodology that we might employ at Normandale.

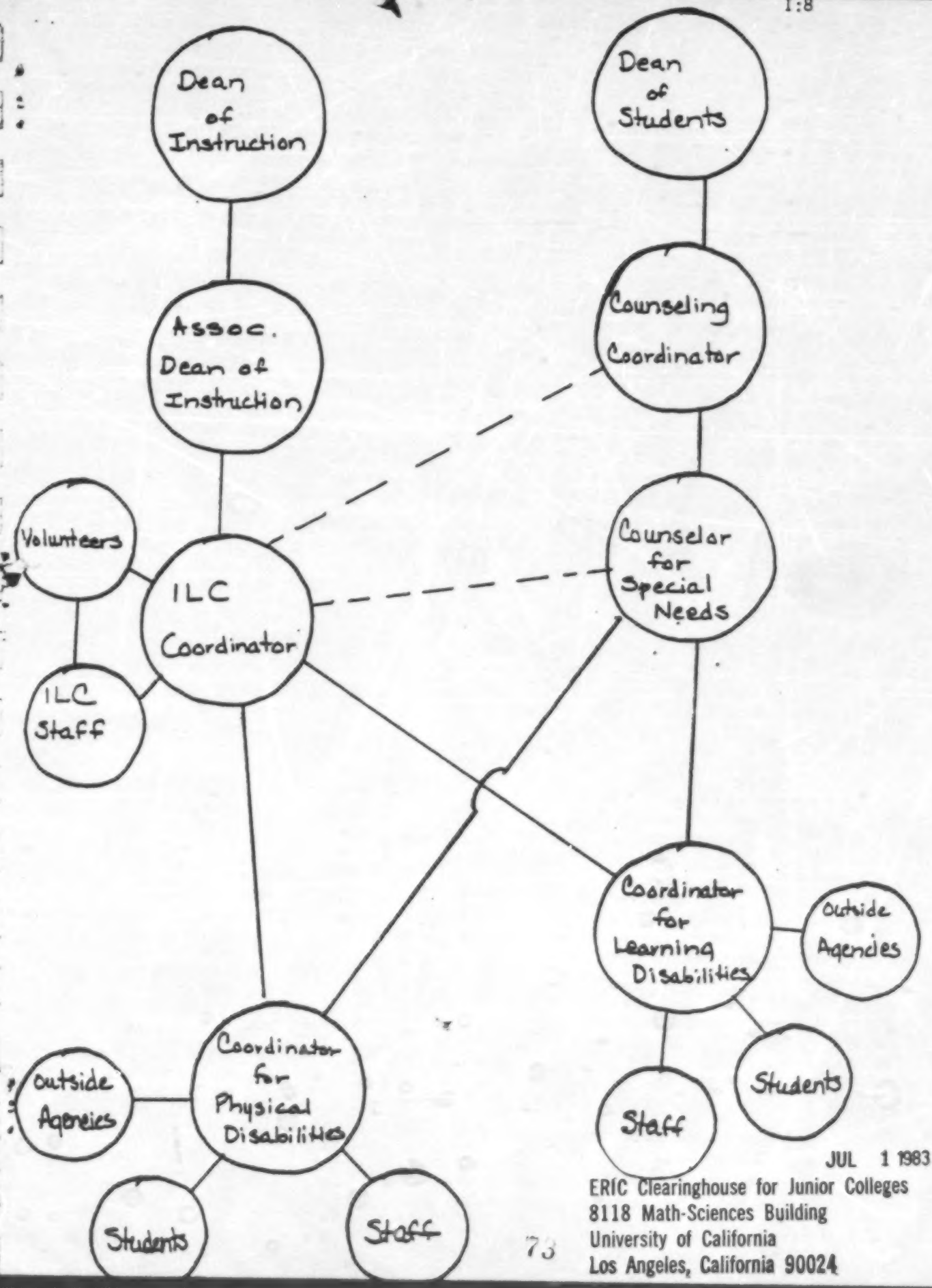
    f. Increased exposure of the Normandale program resulting in an increase in the population of special needs students.

6. Enrollment Cap: We are still in the process of developing a statement regarding a cap on enrollment. We have also discussed this concept with other colleagues in the field of special education in order to consider legal, educational, and financial implications. A more definitive statement will be forthcoming.

I will be happy to meet with you or any of the administrative staff regarding future programming, and I know that any members of the grant staff will also be willing to provide their expertise.

Because you wished this report to be rpovided as quickly as possible, I have not as yet had the opportunity to get feedback from the grant staff. When we have had the opportunity to discuss this document thoroughly, a revised copy, if necessary, will be presented to your office.

cc. President Lorenz
Dean Otte
Dean Cox



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ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024